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AUTHOR Jackson, Verdell
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ABSTRACT

This booklet for educational administrators and instructors contains a series of 30 strategies to overcome problems of delivering a vocational program in small rural schools. The strategies, written in abstract form, are intended for adaptation or modification for local use. Each is presented in this format: definition, purpose, description, planning, staff requirements, multimedia use, initial cost, and additional cost per student. These strategies are presented: cooperative schools concept, flexible scheduling, phasing, television and radio, learning center system, correspondence study, mini-courses, learning on athletic trips, teacher exchange, computer-assisted instruction, conference call, in-home instruction, independent study, intermediate units, job creation, differentiated staffing, programmed instruction, two-in-one mobile instructional materials, mobile labs, residential boarding programs, teacher interns, community resource trainer, work study, student exchanges, cooperative vocational education, rural student vocational programs, itinerant teachers, individualized instruction, and vocational experts in the school. (YLB)

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Alternative Strategies for Delivery of Vocational Education to Rural Schools

Written by

Verdell Jackson
Alaska Department of Education

August 1978

State of Alaska
Department of Education
Pouch F
Juneau, Alaska 99811

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Foreword

In 1976 the Northwestern Vocational Curriculum Management Center Advisory Committee identified the delivery of vocational education to students in small, rural, isolated schools as a regional priority for 1977. Reviews of literature and other efforts revealed primarily statements of philosophy and untested theses by teachers and administrators on the real needs of rural schools and the strategies being used.

The task force, chaired by Verdell Jackson of Alaska, has identified a series of 30 strategies. These are not intended to be used without adapting or modifying them for local use. They are practices which have been proven successful under certain conditions. Fundamentally, vocational educators in small, rural, isolated schools should be able to find many ideas that will help provide vocational education to their students.

William Daniels
Director
Northwestern Curriculum Management Center

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Gary LaComb, Specialist
Curriculum and Information
Vocational Education Unit
State Board of Education
Salt Lake City, Utah 84111

Robert L. Perry, Manager
Special Services Unit
State Board for Community Colleges
and Occupational Education
Denver, Colorado 80203

Dr. James Zancanella, Dean
Vocational-Technical Studies and
Community College Relations
University of Wyoming
Laramie, Wyoming 82070

William E. Daniels, Director
Northwestern Curriculum
Management Center
Olympia, Washington 98504

Jim Hargis, Coordinator
Curriculum Development
State Department of Education
Salem, Oregon 97310

Georgialee Smithpeters
Coordinator of Vocation Education
Spokane School District
Spokane, Washington 99507

Dr. Don Eshelby, Coordinator
Research and Curriculum
Bismarck, North Dakota 58505

David Merrill, Coordinator
Division of Vocational Education
Pierre, South Dakota 57501

Gary Bores
Office of Public Instruction
Helena, Montana 59601

Doug Hammer, RCU
Division of Vocational Education
Boise, Idaho 83720

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INTRODUCTION

Small rural schools have inherent strengths and weaknesses in administering an educational program. Among the strengths are:

- Homogeneous socio-cultural background.
- High potential for close-knit educational organizations.
- Close student/teacher relationships.
- Frequent community involvement.
- Receptiveness to innovative techniques.

Among the weaknesses are:

- Limited organizational structure.
- Recruitment and retention of quality personnel.
- Inadequate facilities.
- Curriculum deficiencies.
- Inadequate financial support.

Solutions to many of the problems of the small school can be found by coupling inherent strengths with the strategies presented in this text. The information in this booklet was written in abstract form to provide educational administrators and instructors with an overview of ideas that can be used to overcome some of the problems of delivering a vocational program in small rural schools.

It is anticipated that once a strategy or series of strategies have been selected, additional information will be sought through the National Network for Curriculum Coordination in Vocational-Technical Education, or through organizations such as Departments of Education or the National Center for Vocational Education.

Verdell Jackson
Program Manager, Vocational Education
Alaska Department of Education

Definition	Two or more schools that exchange or share curriculum, school newspapers, students, teachers, etc.
Purpose	To improve the quality of the curriculum and increase the curriculum options for the students.
Description	Instead of fostering a spirit of competition among schools in close geographic proximity, many schools foster a spirit of cooperation. The cooperation can be as simple as exchanging newspapers in the beginning and then expand into other areas as the idea gains support.
Planning	Building and maintaining a sister-school relationship requires planning and a persistent effort. The status quo seems to be to compete with each other and not share good programs. Board and administrative commitment from cooperating schools is essential. A resource inventory or survey is important in determining the areas in which the schools can share. Pulling together all of the information on curriculum, staff expertise, publications, equipment, etc. will assist a school to better utilize what it has as well as provide information to the sister school. Setting objectives and implementing a plan to carry out the objectives is necessary to overcome the inertia. A follow-up evaluation will provide data to assist with future planning and prove it was all worthwhile.
Staff Requirements	No additional staff time required. Orientation and planning time is valuable.
Multimedia Use	Sharing stimulates the acquisition and production of multimedia and gives teachers access to multimedia material developed by other teachers.
Initial Cost	Some increase in the cost of postage. May have to fund planning and orientation time.
Additional Cost per Student	Nominal.

Flexible Scheduling

Definition	Varying the length of time for school periods.
Purpose	Increase learning efficiency by adjusting the length of time to the instructional objective and by taking learning theory into consideration.
Description	Flexible scheduling is desirable in many classroom situations. Research has shown that in the case of skill development such as in teaching typing, intensive practice for a short period of time at frequent intervals is much more effective than spending the same amount of time in long periods at less frequent intervals. Conversely, teaching processes such as the disassembly of a carburetor is more effective if sufficient time is allowed to complete the entire process. The length of the class periods is adjusted by dividing the school day into 15- or 20-minute modules. Each class period is then assigned the appropriate number of modules. Regardless of the benefits of flexible scheduling, the planning required and the administrative details prevent flexible scheduling in many situations where it would be to the advantage of the students.
Planning	An analysis of each class is necessary to determine the ideal length of time for class periods. The class period may not be the same length each day or maintain the same pattern all year. For example, beginning typing could be made up of short, frequent practice periods initially, with periods lengthened after the students have learned the keyboard and the muscles in their hands have strengthened. Making length of class periods flexible provides more opportunity to vary teaching methods and to improve the class content. Time is now available during the class period to try other teaching methods when students don't quite understand. Also content can be expanded to go into further depth when necessary without worrying about the forgetting that takes place from one day to the next. Staff inservice would be extremely helpful in assisting teachers to plan for the adjustments in their curricula and teaching methods. The process of scheduling classes requires a great deal of planning and monitoring. Scheduling sometimes requires a computer. Student schedule changes after the semester begins are difficult.
Staff Requirements	No additional staff required.
Multimedia Use	There is opportunity for dramatic increase in the use of multimedia.
Initial Cost	Inservice for instructors and extra time for planning. Scheduling is more expensive and may require extra time or a computer.
Additional Cost per Student	Nominal.

Definition	All students in a school study one major curriculum topic at a time on an alternating basis, rather than changing classes every period.
Purpose	Increase learning efficiency by better use of time and staff. Phasing eliminates most of the students' time spent on getting started and cleaning up. Many students also have a higher interest level when they can work on the same topic for a longer period of time. It gives them a feeling of satisfaction to complete a task.
Description	The length of time all students study one curriculum topic can be varied depending on the objectives of the lesson. For example, the objective may be for every student to learn how to disassemble, repair, and adjust the carburetor on a small engine – which may take several days. Other objectives may take only one period. This method of teaching works well in very small schools where the teachers are close and can work as a team in planning and meeting the learning objectives. The teachers frequently have more time to plan and prepare to teach in areas where they have the strongest preparation.
Planning	Administration and teachers must be fully committed to phasing in order to make it work. All have to work as a team in accomplishing the instructional objectives. An inservice is very helpful in creating the environment for change. Some major considerations are: 1. Developing measurable objectives 2. Planning the content for each objective 3. Planning instructional methods and use of multimedia activities 4. Assigning staff teaching responsibilities 5. Developing and implementing the schedule 6. Developing an introductory session for students and 7. Monitoring and evaluating the learning process.
Staff Requirements	No new staff required, but inservice is recommended.
Multimedia Use	More efficient use of the teaching staff encourages the use of multimedia.
Initial Cost	Inservice for teachers, and generally more teaching supplies and student materials.
Additional Cost per Student	Nominal.

Definition	The ability to deliver instruction via TV and/or radio to rural areas.
Purpose	To enrich and expand curricula offerings.
Description	Radio and television have always had strong appeal to people of all ages. The potential of these media for education purposes is extremely high. Unfortunately, the media has not been widely used by educational agencies for several reasons, one of which is the large initial investment required to secure the time on the air. Another stumbling block is that the teachers in educational agencies do not necessarily have the technical or production expertise to use radio and/or TV. During the last few years, however, the initial investment and the expertise required to operate radio and television have become much less of a problem. Many schools are now able to afford radio transmitter, TV cameras, and video recorders. Production expertise is still a problem, but people are becoming more comfortable with recorders and cameras.
Planning	Enrichment or delivery of part of a vocational program by radio or TV to several schools presents a difficult scheduling problem. Finding the proper time of day and the appropriate length of time for the broadcast that will meet each school's approval is a formidable task. If the programs can be taped as they come over the air, then be integrated into the schedule and the class, the above problems are solved. Inservice for the participating teachers is valuable in gaining acceptance of the method. Also, planning the integration of the TV and radio instruction into the classroom instruction would be more effective after an in-service than it would if the information were sent through the mail. Monitoring and evaluating the program is invaluable in fine-tuning the program and determining the benefit.
Staff Requirements	Nominal, but an inservice program for existing staff is very important to the success of the instructional media. Sometimes staff changes may be necessary to create the interest and expertise necessary to develop instructional radio and/or TV.
Facility Requirements	Safety and maintenance of the equipment are important considerations. Although not as critical as a few years ago, lighting and acoustics can still be problems in older buildings. Some modifications may be necessary to improve the quality of the productions.
Multimedia Use	High.
Initial Cost	Depends on the quality of the equipment. The cost of a small radio transmitter is less than $10,000. A color-TV camera and video recorder costs about $3,000. Costs of material production and inservice are dependent on size of staff, travel, and amount of time needed.
Additional Cost per Student	Nominal.

Definition

Organizing materials and equipment to facilitate the management of instruction in such a manner as to decrease the teacher's role as a presenter of information.

Purpose

To use the teacher's time more efficiently.

Description

This approach is being used to develop multimedia materials and integrate them with teaching methods to achieve the instructional objectives. Some of the learning systems are so effective that they guarantee certain competencies to every person who completes the program. For example, one such system on "Interviewing for a Job" uses programmed instruction to present the information, with class response and discussion to master the information. The teacher manages the instructional process. Students respond to situations that are recorded on tape. Information is internalized by role-playing. Understanding is refined by analyzing audiovisual tapes. More role-playing is conducted to further internalize the information and build confidence. As final reassurance that students will maintain the competencies, the information is summarized on a billfold-size card for the student to review just prior to the job interview.

The development process for the above learning system involves several months of work and thousands of dollars. The process starts with a task analysis and ends with a field test and evaluation. Once developed, however, the learning system is transportable.

Generally, an inservice program is necessary to become familiar with the materials and the methods used to implement the system. The teacher must switch from the role of presenter of information to a learning manager.

Less sophisticated systems can be developed by classroom teachers as part of their normal preparation or during a workshop.

Planning

In a learning system, all training course design decisions should be based on an analysis of student performance data. Each step in the development cycle must be empirically tested and validated against actual performance data. Therefore, the effectiveness of training by the learning system can be described by student performance data. There are eight major steps in developing a learning system:

1. Secure or develop a *task analysis.* The analysis should define the important skills and knowledge needed to perform the tasks. Specific training objectives are then developed for each task or sub-task.
2. Determine the *optimum step size.* The course content is organized into small sequential steps for achieving the training objectives.

Planning (Continued)	3. Build in *active response* of the student. When possible, the response should be a realistic application of the new knowledge or skill. 4. Build in *immediate confirmation* for each response. Knowledge of results enhances learning. 5. Build in *positive reinforcement*. The student is guided toward making correct responses. 6. Build in *learner-controlled pacing* when possible and appropriate. Students are expected to attain the same objective, but to control the pace of instruction. 7. *Adapt the content* to the student, not the student to the content. The learner should be able to pick the best means of learning the content and to secure the appropriate amount of practice. 8. *Validate the system.* Analyze the response data to determine if the system is accomplishing the objectives. The learning system is never complete, because it is a process that causes revision of the system as feedback data from field tests and evaluation become available.
Staff Requirements	No additional staff required after the learning system has been implemented, but the development and implementation phases could require consultant fees, extra pay for teachers, and inservice costs, depending on the scope and depth of the desired system.
Multimedia Use	Greatly enhanced.
Initial Cost	Procurement, development, and implementation costs. Cost for consumable student materials is usually higher.
Additional Cost per Student	Nominal.

Definition	A study-at-home method of receiving an education that is designed to provide a complete education.
Purpose	To provide an education to students who cannot or choose not to attend a regular public school – or to supplement a student's curriculum, particularly when the courses are not offered in the local school.
Description	Correspondence courses are available from an array of agencies and private companies. In many cases, correspondence courses and advisory teachers are provided free of charge to school-age students. The advisory teachers grade and return the lessons, as well as provide supplementary materials and other services. Generally, a local person in the community is designated as a home teacher. This person has the responsibility to assist the student in arranging a study schedule, taking tests, mailing lessons, etc.
Planning	There are several alternatives available for a school system desiring to supplement its curricula with correspondence courses: 1. Develop the courses locally in whole or in part. 2. Secure the courses from the Alaska Department of Education. 3. Purchase the courses from private schools. 4. Purchase the courses from the University of Nebraska or American School.
Staff Requirements	Because of the supervision required, staff will need to be added as the number of students increase.
Multimedia Use	Minimal.
Initial Cost	Student books and materials plus supervision time (1/2 hour per week per course).
Additional Cost per Student	Cost increases about the same amount as students are added.

Mini Courses

Definition	Short courses of a few days or a few weeks in duration.
Purpose	To provide a means for scheduling course content that is shorter than traditional courses and usually high in student interest.
Description	Mini courses frequently appeal to students because of their high interest, specialized or advanced content. Also, a shorter period of time offers change, variety, and possibly a release from boredom. Teachers have observed that dividing the traditional English and history courses into mini courses, adding some new content, and assembling new course manuals have made the content more palatable for many students. Packaging vocational content into mini courses can be done by separating out the skills which can stand alone. For example, a unit on installation of home security devices could be taught as a mini course. As the incidence of robbery increases, the demand for home security increases. A person who is proficient in the installation of security devices has a salable skill.
Planning	Continuity, scheduling, and credit are important planning considerations. As courses are divided up, it becomes more difficult to avoid omissions and duplications. Continuity has to be built into the plan. Scheduling during the regular school day could initially be limited to a certain period during the school day. If there are not sufficient mini courses to provide a selection for the next period of time after students finish a mini course, other alternatives will need to be available, such as independent study or open-entry courses. After school, before school, or during the lunch period are alternatives to scheduling during the school days. Credit can be assigned according to time spent in class or competencies mastered. A fraction of a credit need not be a problem unless a student needs a full credit to graduate.
Staff Requirements	No additional staff required.
Multimedia Use	As teachers reorganize their materials into mini courses, there is a tendency to update and improve the media.
Initial Cost	Additional funds may be needed for staff inservice and new curriculum materials. Generally course materials are updated and supplemented when organized into mini courses.
Additional Cost per Student	Nominal.

Definition	Vocational learning that takes place on trips that are made primarily for another purpose, such as athletic trips.
Purpose	To provide vocational learning on trips financed primarily for another purpose.
Description	Once the cost of the travel has been met, additional experiences may be added at very little cost – such as field trips, work experience, work observation, and research.
Planning	Intensive individual guidance, counseling, and planning is essential to the success of incorporating vocational experiences into trips made primarily for another purpose. A student must reveal a need and a desire for vocational experiences far enough in advance to schedule the extra time and to locate the resources at the destination to provide the experiences. Some districts have inventoried the resources in their communities and will share the information. Additional resources are federal, state and borough offices, Chamber of Commerce, civic and professional organizations, and community volunteers. Learning objectives should be developed prior to the trip to provide guidance in obtaining the proper experiences and to provide a basis for evaluating the worth of the trip. The learning objectives should be consistent with the career objective of the student, even though the career objective may change several times before the student is ready for employment. The information can then be used for more effective planning for the next trip.
Staff Requirements	No additional staff required; however, additional effort is required in planning and coordinating the activities.
Multimedia Use	Can be increased by having students report on their experiences and encouraging the use of such media as tape recordings and pictures.
Initial Cost	Room and board for the additional time spent on trip.
Additional Cost per Student	Generally same as initial cost, but schools may be able to secure cheaper room and board rates with a group.

Teacher Exchange

Definition	The exchange of teachers between schools in the same district or between districts for varying lengths of time.
Purpose	To provide students with additional depth and breadth in vocational curriculum offerings.
Description	Frequently, the easiest way to expand vocational curriculum is to exchange teachers, especially in districts that provide teacher housing.
Planning	Teacher exchanges are sometimes difficult to implement unless the exchange is included in the teacher's contract. Expansion in the curriculum should be based on the student's needs and job opportunities. Interest surveys, aptitude tests, and achievement tests are some of the instruments used to gather student data. Student and job demand data need to be analyzed as a basis for planning teacher exchanges. By alternating offerings, many more of the students' needs can be met.
Staff Requirements	No additional staff is required, but present staff must be willing to participate in an exchange program or adjust to other staff members moving.
Multimedia Use	Moving may decrease the use, less time is available to spend on media development and it may not be feasible to transport some multimedia materials and equipment.
Initial Cost	Cost of travel for teacher and family. Teachers may incur extra housing expenses as a result of move. Instructional materials and equipment need to be transported.
Additional Cost per Student	Nominal.

Definition	Using the computer as a teaching machine to present material to students and require responses. Based on the responses, the computer presents information appropriate to the response through a prepared program.
Purpose	To increase the students' learning efficiency.
Description	Computers can add another dimension between the textbook and the teacher by adjusting the presentation of some of the information to the response of the student. The book makes no adjustment to student differences in understanding, and the teacher can make infinite adjustments. By using computer-assisted instruction, a teacher can spend much less time presenting and explaining information, leaving more time for activities such as planning, instruction, developing materials, analyzing student learning problems, and counseling students.
Planning	Recent advances have made computers and access to computers much cheaper than in the past. Indications are that this trend will continue. An investigation to determine what hardware is available and how much it costs is the first step. Most of the instructional software for computer-assisted instruction was initially developed for math-orientated subjects, such as accounting, but additional vocational subjects may now be developed.
Staff Requirements	It is helpful, but not necessary to have a computer expert on staff.
Multimedia Use	No increase.
Initial Cost	Computer time is expensive.
Additional Cost per Student	Increases with the number of students but may not be a constant amount, because the rates vary according to the total amount of time used.

Conference Call

Definition	Using the telephone as an instructional tool to provide students access to experts all over the world.
Purpose	To expand the information base from which students can draw.
Description	Part or all of a vocational class can be taught by use of the telephone. Long-distance telephone rates may not be high when compared to other alternatives, such as transporting students, teachers, or equipment.
Planning	If an entire class is to be taught by telephone, the quality of the student materials must be sufficient to present and explain the content; then, the telephone can be used to ask questions and to analyze and expand the content. Supplementing instruction by way of the telephone requires detailed planning to determine the proper content to secure by telephone and the proper people to call. Sending the people to be called advance information will improve the quality of the information received and provide a basis for evaluating the effectiveness of the method.
Staff Requirements	No additional staff required.
Multimedia Use	Uses telephone as an additional medium.
Initial Cost	Telephone speaker of sufficient quality for entire class and long-distance telephone calls.
Additional Cost per Student	None.

Definition	Instruction provided by a teacher in the student's home.
Purpose	Provides the benefits of personal instruction to students who cannot go to school.
Description	In small communities where no school exists, it may be much more economical to provide instruction to each student in his or her home than to build a school. In-home instruction also may be provided to students unable to attend an existing school because of physical injury or permanent handicaps.
Planning	The primary emphasis on planning should be to meet student needs in the most cost-efficient manner. This involves using the time spent on a one-to-one basis as efficiently as possible. Detailed planning of course content and quality materials will increase the effectiveness of the time the teacher spends with the student.
Staff Requirements	No additional staff, inservice or changes are required if present staff is proficient in one-to-one instruction.
Multimedia Use	Transporting multimedia equipment and materials is sometimes prohibitive and leads to a decrease in use.
Initial Cost	The cost is prohibitive if carried to an extreme. A teacher load is generally five or less students.
Additional Cost per Student	Generally increases at a constant rate.

Independent Study

Definition	The completion of programs or parts of programs with little or no teacher assistance, using whatever curriculum materials are available.
Purpose	To provide a means of expanding the curriculum for students who have the ability to complete programs through independent study.
Description	Many students can complete programs by reading and studying textbooks on their own. This option normally can be provided with a few administrative and program changes.
Planning	Providing the student with study space, time, materials, and credit can usually be done cooperatively among the vocational teachers and school administrators. Credit should be based on competencies; but as a last resort, progress through the regular text can be used. Time during the regular school day should not be a problem if the student has the maturity to manage his or her time. Study space can be provided in the library or classrooms during lab periods. However, a designated area with study carrels and multimedia capacity is better.
Staff Requirements	No increase.
Multimedia Use	Generally decrease.
Initial Cost	Nominal.
Additional Cost per Student	Nominal.

Definition	Intermediate education agencies are non-profit corporations staffed with specialists to provide such services as instructional support, media, bilingual-bicultural education, staff development, student assessment, school management, and school board member training.
Purpose	To provide special services to schools when it is not economical to provide it through hiring additional staff at each school.
Description	As the educational programs are planned, special needs – such as grant writing, student assessment, curriculum development, staff development, research and evaluation – become evident. Although these activities have a beneficial effect on the quality of student learning, they are frequently ignored by rural schools because the means of meeting the needs while staying within their budgets are not available. Intermediate educational agencies can hire staff with special expertise and provide the above services to a number of schools in an economical manner on a contract basis.
Program Planning	A needs assessment followed by community goal setting will establish the priorities of the educational program. As priorities are broken down into specific objectives, tasks are listed to accomplish the objectives. As tasks are assigned to personnel, gaps in expertise, information, and materials will become evident. Contracts with consultants may be the most economical means of filling many of the gaps, even if a consultant must be obtained from out-of-state. Intermediate units develop around needs of a continuing nature, but it takes only part of a staff member's time to meet the need in a particular school.
Staff Requirements	No increase.
Multimedia Use	Can increase, depending on time of service sought.
Initial Cost	Consultant fee, travel, and expenses.
Additional Cost per Student	None.

Definition

Developing a new job market through training for jobs which are non-existent in the community but which, by providing goods and/or services not currently available locally, have the potential to increase business activity and, therefore, employment opportunities.

Purpose

To provide students with job opportunities not previously available.

Program Description

In rural areas, economic development frequently follows training, rather than the other way around. Many times, new businesses are created only after individuals are trained. Training for economic development requires no major changes in program directions, but rather added emphasis on planning and placement.

There are many ways in which vocational education can have an impact on job creation, but this description will be limited to one method which has high potential in rural areas and is cost effective – learning business ventures. Ventures are school-initiated and operated businesses – similar to the distributive education school store, but much broader in concept.

Planning

After community, board, and administrative approval has been secured, the next step is to determine what business ventures would contribute most to the economic growth of the community. The school facility should then be examined to determine:

1. What part of the school plant and equipment can be made available for the ventures?
2. What is the expertise of the staff in relation to the ventures?
3. What is the willingness of the students to work, and what is the school's capacity to select students for tasks which are most likely to be used for career advancement?
4. What is the working relationship of the school with the private sector?
5. What is the school's advantage in purchasing goods at a discount?
6. Can working schedules and purchasing procedures of the school be adjusted to accommodate a business venture? Revenues need to be accumulated and carried from one year to the next.

In selecting a specific venture to operate, the following criteria should be applied:

1. Is the training potential for students high?
2. Will the venture generate sufficient revenue to cover costs?

Planning (Continued)	3. Will the venture generate sufficient revenue to create unsubsidized youth jobs? 4. Does the venture provide a useful community service or product? 5. Does the school have existing capacity in terms of expertise, plant, and equipment? After the venture has been selected, the business needs to be organized and procedures set up for such things as inventory, pricing, and accounting. In working out the details, there are many materials that are helpful, such as those from the Small Business Administration and the Distributive Education Curriculum. Also, expertise from the community and school staff can be utilized. Examples of ventures that have been operated by schools are auto repair, storm window production, youth loan company, printing, clothing repair, bakery, clerical service, and fast food service.
Staff Requirements	No additional staff required.
Multimedia Use	No effect.
Initial Cost	Start-up funds are needed in most cases. The amount will depend on the type of venture and the initial scope of the project.
Additional Cost per Student	Nominal.

Differentiated Staffing

Definition

The use of paraprofessionals and aides to enable teachers to spend more time improving the quality of instruction provided the students. The increased staffing and specialization provides for more individualization of instruction.

Purpose

To provide better quality and more individualized instruction.

Description

Differentiated staffing involves various types of specialization at given levels. One teacher may specialize in large-group instruction while another specializes in small-group instruction. The point is that differentiation can be based on the kind or the degree of responsibility that individual teachers accept.

Another method of differentiating instruction is to have teachers specializing in various substeps. For example, some teachers could specialize in the arrangement of learning conditions and consult with other teachers on how to improve the condition of learning. Another could specialize in assessment.

Another type of differentiation is the modes of instruction – the methods of instruction employed by the teacher for example:

1. Tutor
2. Lecture
3. Recite
4. Group discussion
5. Laboratory
6. Inquiry
7. Curriculum packets
8. Technology aids

Changing staff roles should be based on the pupils' needs, otherwise the instructional quality may not improve. Therefore, a thorough study of student assessment data needs to precede staffing plans.

Changing the composition of the staff can be an emotional issue; therefore, staff members should be involved with the planning. In some cases, student/staff ratio can be reduced without increasing the staff budget if staff composition is changed gradually.

Staff Requirements

Generally, staff size increases when aides are hired, but the total staff budget may not increase. Inservice activities and/or consultant services increase the likelihood of success.

Multimedia Use

Generally, multi-media use will increase as teachers have more time to develop material and work in their areas of expertise.

Initial Costs

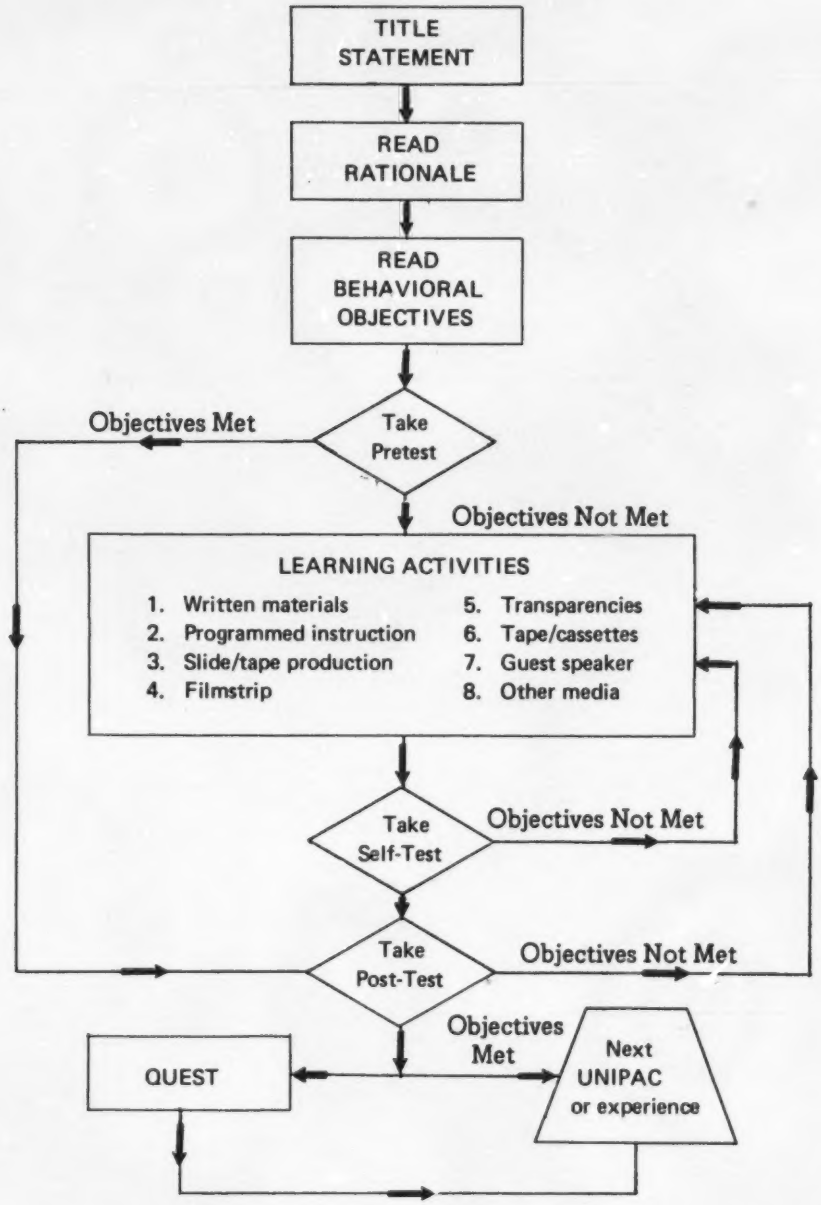
Depends on the scope of the changes and the procedure used. Sometimes aides are added and the roles of the professional staff are changed without reducing the size of the professional staff. Other costs are student assessments, materials, and any equipment needed as a result of the staff composition changes.

Additional Costs per Student

None.

Definition	A method of delivering education which allows students to progress through instructional materials at their own rates.
Purpose	To assist all students, especially the fast and slow learners. For the fast learners, it prevents boredom; for the slow learners, it provides for success by allowing them to progress at their own rates of speed.
Description	Programmed instruction is either linear or branching in format. In linear programmed instruction, students proceed through the materials in a straight line. If a student responds incorrectly, he/she goes back and reviews. In branch programmed instruction, students always go forward, but if a student responds incorrectly, he/she is routed through additional materials before returning to the main program. This procedure encourages the students because they never have to go back. However, this type of material is difficult and costly to write, because a lot of the material is repetitive.
Planning	Programmed instruction can be implemented by using either commercially-made or teacher-made materials or both. If programmed materials are purchased, there isn't much work involved in setting up the course, but the teacher should be thoroughly familiar with the contents and procedures of the materials so that the student's questions can be answered. For developing programmed materials, there are several systems in use. An example of a common system follows.
Staff Requirements	Additional full-time staff is not required, but the likelihood of success is greater if inservice on individual instruction is provided. Also, it is advantageous to hire a consultant and/or procure extra staff time during the implementation phase.
Multimedia Use	The use of multimedia materials is strongly encouraged and is easily incorporated into the individualized materials.
Initial Cost	Depends on the experience of the staff and the scope of the initial effort. The cost of student materials can be reduced by obtaining materials that can be used over and over, with consumable work sheets which can be duplicated.
Additional Cost per Student	Additional student materials.

UNIPAC Research Design



Definition	Each staff member teaches two or more subjects simultaneously.
Purpose	To compensate for the limited number of subjects a small teaching staff can provide for students during the school year.
Description	The age of specialization has had its impact on teacher preservice programs. Many teachers are no longer comfortable teaching a wide variety of subject matter. However, many teachers find that they enjoy the challenge and like the variety of teaching two or more subjects at one time once they have tried it. This is particularly true in a small school where there is frequently a close knit educational organization and close student/teacher relationships. Ability to use a variety of teaching methods is an asset in coping with two or more classes at one time. In addition, individualized teaching materials can provide course depth and release the teacher as the presenter of information, giving him/her more time to plan, develop materials and procedures, monitor and evaluate instruction.
Planning	Survey students and analyze job market to determine priority need areas. Present data to staff and assess their willingness to expand curriculum. If the response is favorable, analyze their educational backgrounds, interests, hobbies and work experience. Then select the additional subjects to be offered. Staff then can be selected to pick up the additional content. If omissions are still evident, the curriculum may be strengthened as teachers are replaced. Planning for this type of change should encompass a broad enough time span to enable the teachers to prepare and secure or develop appropriate materials.
Staff Requirements	No additional teaching staff is required, but additional support staff such as teacher aides or student aides are advisable.
Facility Requirements	Some modification would be desirable, such as movable partitions.
Multimedia Use	This method will encourage the use of multimedia, since teachers may be teaching out of their fields of expertise and will rely more on the materials and method of instruction rather than just on their knowledge.
Initial Cost	Teaching materials and audiovisual equipment. This may involve facility modification, depending on the subjects added and the flexibility of present space. Staff inservice and extra pay may be necessary.
Additional Cost per Student	Additional student materials.

Mobile Instructional Materials

Definition	Materials that are organized and packaged to be moved from school to school.
Purpose	To broaden the curriculum offerings to students.
Description	Curriculum materials are packaged to be moved from school to school because of the high cost of the curriculum materials relative to the size of the school. Generally, several programs are purchased or developed and rotated from school to school on a regular basis, e.g., quarterly. The materials may be sent by mail, automobile or private plane. Local teachers are used to implement the materials. Frequently the materials are individualized and contain multimedia activities.
Planning	Instructional needs should be analyzed prior to the purchase or development of mobile curriculum. A rotation schedule should be developed and made available to all participating schools. There should be a contingency plan for inspecting and replacing damaged and lost items. Detailed records should be kept of all expenses connected with transporting the materials to determine at the end of the year whether the system is cost-effective and whether the materials should continue to be transported.
Staff Requirements	No additional staff required, but an inservice on the mobile curriculum materials is imperative.
Facilities Requirements	Some modifications may be necessary, such as work benches or study carrels.
Multimedia Use	The mobile curriculum is frequently multimedia centered.
Initial Cost	The initial cost of the mobile curriculum is high, but it can usually be used several years.
Additional Cost per Student	Nominal.

Definition	Movable classroom furnished to schools on a short-term basis in order to reduce the cost of expensive equipment and facilities.
Purpose	To enhance the student's learning through expanded facilities and equipment.
Description	Facilities and equipment which can be located fairly easily allow a district to avoid duplicating specialized equipment and facilities in each school. This method can utilize local teachers or itinerant teachers, depending on the degree of specialization in the program.
Planning	A mobile lab is expensive, and the same detailed planning must be done as if a new facility were being built. For example, the power available at each site is an important consideration, since much of the equipment is 220. Also, the floor and structure must be strong enough to bear the weight. Ventilation and clean-up is a consideration for certain equipment. The effect of winter conditions on the unit and the moving of the unit is also important. Program considerations such as teacher expertise, student counseling, and scheduling and articulation must be planned. A well-planned program and a strong monitoring and evaluation component can increase the likelihood of success of the mobile unit. Probably the biggest reason some mobile units lose effectiveness is the financial structure and the politics involved in moving the unit. There needs to be a close working relationship among all the people involved.
Staff Requirements	Due to the specialized nature of some of the programs taught in mobile labs, it is advantageous to use a specialized itinerant teacher. Sometimes a husband and wife teaching team can be secured to accompany the mobile lab as it is transferred from site to site. In many skill areas, such as clerical, all of the instructors in the various schools may have the appropriate expertise, but advanced equipment is too expensive to duplicate in each school; so one mobile lab is outfitted and used in all of the schools. In this case, only an inservice unit would be needed to implement the advanced phase of the program.
Multimedia Use	The opportunity for building in multimedia use is high because the facility, equipment and materials are frequently designed as a multimedia program.
Initial Cost	The initial cost of a mobile lab is extremely high, but may be the cheapest alternative.
Additional Cost per Student	Nominal. Generally, mobile labs have a limited number of stations, which will cause a scheduling problem if the number of students is high.

Residential Boarding Programs

Definition	Specialized programs or programs not otherwise available to students locally.
Purpose	To provide educational programs to students by transporting them to educational institutions which provide those programs and have boarding facilities.
Description	A basic boarding program must provide: 1. Suitable living accommodations, including room and board and supervision while the student is not in school. 2. Round-trip transportation to and from the student's usual home. 3. Daily access to a school offering the appropriate grade level.
Planning	Several months or a year in advance, the students should be surveyed to determined their educational needs. The local program can then be finalized and a plan to transport students to special programs developed.
Staff Requirements	No additional staff is required.
Initial Cost	None.
Additional Cost per Student	1. Student transportation, 2. Room and board cost, 3. Tuition or fee, 4. Supervision cost at boarding school, if applicable.

Definition	Use of teachers who are enrolled in teacher education programs when they do their intern teaching. By inviting interns to assist with the instructional process, the student's learning can be enhanced.
Purpose	Expand the expertise of the regular teacher to enhance the learning experience of the students. Provide experience for the student teacher.
Description	Frequently teacher interns or student teachers are put into a situation where they take over a class of an experienced teacher, or they spend most of their time observing without teaming up with the instructional process. By proper planning and cooperation, the goals of the teacher education program can be achieved while the intern supplements the efforts of the experienced teacher.
Planning	Several weeks prior to the time the intern is to start the teaching, there should be a planning meeting involving the intern, teacher coordinator or college supervisor, building administrator and experienced teacher. During the meeting, specific plans can be made to integrate the objectives of the teaching into the program objectives. The intern could accept responsibility to achieve some of the program objectives in areas where he/she is particularly strong.
Staff Requirements	Existing experienced teachers who are dedicated, organized, confident and creative.
Multimedia Use	Teacher interns provide an excellent opportunity for both the experienced teacher and the intern to secure or develop multimedia materials.
Initial Cost	May be a nominal cost for extra materials.
Additional Cost per Student	None.

Community Resource Trainer (CRT)

Definition

A program designed to deliver vocational services to youth in school districts isolated from urban centers by utilizing community volunteers who work closely with a vocationally-certificated person employed by the school district.

Purpose

To provide a "tailor-made" individualized vocational program for each student so that he/she can learn a job skill.

Description

The community resource trainer, CRT, is a person in a community who agrees to convey a skill, trade, craft, or knowledge to a high school student who has career aspirations in the occupation represented by the trainer. The CRT agrees to provide opportunities for the student to learn at least an entry level, saleable or self-sufficiency skill. Learning under the immediate supervision of the CRT, the student is afforded the opportunity of applying the "tools of the trade" in a production environment. The community resource trainer works closely with a CRT coordinator who is employed by the local school district and who meets vocational certification standards.

The CRT program was designed specifically for the delivery of vocational services to youth in small districts isolated from urban centers. It is an individualized program that is tailor-made for each student participant and, at the same time, provides instruction, training, and experience on a one-to-one, trainer-student basis. To accomplish this, the program utilizes community volunteers who function under a school person with vocational competencies. An individual training plan is developed for each student. In the plan development, the CRT identifies the skill requirements, the CRT coordinator (school person) supplies expertise on instructional strategies, and the student defines his/her goals and interests in pursuing the training program.

The CRT program is a means of providing skills as opposed to providing only exposure to occupations. Although commerce, industry and social institutions are highly desirable components of a total community instructional resource, they are not absolutely essential to the CRT strategy. Communities that have installed CRT in their school systems have used to good advantage the skills of retired persons, of those who are currently employed in one occupation but have achieved "journeyman" status in another, and of those who work part-time as taxidermists, gunsmiths, leathergoods artisans (equestrian tack), fallers, buckers, commercial fishermen, and other trades. Those self-sufficient individuals exist where organized businesses do not. Such craftsmen, if properly approached, are most willing (and often flattered) to become a part of the formal school program on a volunteer basis.

Unlike the typical cooperative vocational education program, an employer-employee relationship does not prevail in a CRT program. A teacher-student relationship is developed and maintained throughout the learning period required to achieve the behavioral objectives of the training plan. In order to avoid student exploitation, considerable effort is

expended on the part of the CRT coordinator in orienting the CRT to his/her responsibilities and in monitoring the training process. No trainee is to perform income-producing labor unless the income resulting from such labor becomes the property of the student. The trainer may, however, employ the student in some other capacity using developed skills (in which case, any training that takes place is incidental to employment) or may employ the student in the occupation for which trained upon completion of the instructional program.

Furthermore, CRTs typically volunteer their services as trainers. Some are paid a small stipend for services rendered in an amount that covers, for instance, hourly wages lost during the daily training period. Too, some trainers may require reimbursement for costs of materials used in the training sessions. Service of CRTs are not *contracted* on an annual basis as are regular teachers. The CRT coordinator works under a school district contract and, as do other teachers from time to time, seeks out community volunteers who serve as specialized resource persons.

The CRT program, properly installed and properly administered, has the potential for speaking to the employment needs of citizens and to the employment requirements of a diverse economy that is unique among the states.

Planning

Students should be surveyed to determine the extent of interest in careers in which the school cannot provide classroom training. After the need has been determined, the following components need to be secured or developed:

1. A vocationally qualified coordinator.
2. A group of citizens willing to provide instructional services under the direction of a public school vocational coordinator.
3. A school administration that provides supportive services to the program and sufficient time during (and when necessary, in lieu of) the school day for essential coordination activities of the CRT coordinator.
4. A supportive high school staff that is willing to inform students about the program and to cooperate with the coordinator in designing special instructional units for CRT students.
5. A heterogeneous group of students desiring to develop at least one saleable skill prior to completion of the formal high school experience. Students enrolled in the program must meet all state and federal definitions of "student learner" where the training station happens to be a business enterprise. A teacher-student relationship exists at the training station site – rather than an employer-employee relationship and all its implications, as typified by the traditional vocational co-op program.

	Safeguards are built into the program through careful attention to applicable labor laws in order to prevent exploitation of student learners. 6. A representative vocational advisory committee.
Staff Requirements	1. Several community resource trainers. 2. A CRT coordinator (may be part-time). 3. Added services from the guidance and counseling staff. 4. Inservice for the trainer is advisable.
Multimedia Use	During on-site training, opportunities for multimedia use are limited but, with the close involvement of the school with the community, there is ample opportunity to take pictures and incorporate them into the classroom setting.
Initial Cost	CRT coordinator needs to be designated or hired. He/she may be part-time. The community resource trainers are paid for the materials the students use and a small stipend for the service they have performed. Insurance needs to be provided in case students are hurt on the job.
Additional Cost per Student	As students are added, all of the above costs increase. The cost of the CRT coordinator will depend on the amount of time. One-half hour per week per student is the minimum amount of time that should be provided.

Definition

Integrating school and work to enable students to work and earn money when their continuance in the vocational program is dependent on the earnings.

Purpose

To provide a means for students to earn money that is needed for them to commence or continue their vocational training.

Description

Work/study programs can be funded by federal and state vocational funds. When federal funds or state matching funds are used, the following requirements must be met:

(a) Work/study programs shall be administered by the local educational agency and shall be made reasonably available (to the extent of available funds) to all youths in the area served by the agency who are able to meet the requirements in the next paragraph.

(b) Work/study programs shall be furnished only to a student who:

1) has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the state board and the local educational agency; or, in the case of a student already enrolled in such a program, is in good standing and in full-time attendance;

2) is in need of the earnings from such employment to commence or continue his/her vocational education program; and

3) is at least 15 years of age and less than 21 years of age at the commencement of employment and, in the opinion of the appropriate school authorities, is capable of maintaining good standing in his/her vocational education program while employed under the work/study program.

(c) No student shall be employed under a work/study program for more than 20 hours in any week during which classes the student is enrolled in are in session.

(d) No student employed under a work/study program shall be compensated at a rate more than the hourly rate prevailing in the area for persons performing similar duties.

(e) Employment under these work/study programs shall be in the local educational agency or in some other public or nonprofit private agency or institution. Students employed in the work/study programs shall not be deemed employees of the United States, or their service deemed federal service, for any reason.

(f) In each fiscal year during which the work/study program remains in effect, the local educational agency shall expend (from sources other than payments from federal funds under this section) for the employment of its students (whether or not the employment is an area eligible for assistance under this section) an amount that is not less that its average annual expenditure for work/study programs of a similar character during the three fiscal years preceding the fiscal year in which its work/study program is approved.

Planning	To meet the federal requirements, selection criteria must be used or developed which give priority to the students who are most in need. It is recommended that the student's work be monitored and the program evaluated periodically to provide feedback.
Staff Requirements	Generally, additional staff isn't necessary in a small school. Since the students may work for the school, the students can be of benefit to the staff and still accomplish the goals of the program.
Multimedia Use	Limited opportunity
Initial Cost	Federal funds cannot be spent on the administration of this program. These costs must come out of local or state funds.
Additional Cost per Student	Nominal.

Definition	Students in one school can be exchanged with students from other schools. Generally, the students stay with citizens in the community.
Purpose	To broaden the student's curriculum and work experience.
Description	Student exchanges with other schools are effective in enriching the education of the students and are well worth the effort to work out the administrative procedures. For example, vocational education articulation can be planned into the programs to enable students to receive beginning instruction at one school and more advanced instruction at another school without having to duplicate or miss anything. Because of the amount of funds required for many of the vocational programs, cooperating schools could easily double the career choices of their students. Of course, a student exchange could be as uncomplicated as competitive team sports travel, where students may visit a school to take advantage of a short special program.
Planning	1. Survey students to determine high priority areas which cannot be met with present curriculum. 2. Assess the curricular offerings of other districts to determine where it would be feasible to send students. 3. Contact the districts to determine level of interest in exchanging students. 4. Estimate cost of student travel and other expenses of program. 5. Assign staff member to coordinate program. 6. Make up agreements with participating schools. 7. Arrange for housing and student supervision in participating districts. 8. Evaluate the program.
Staff Requirements	Extra staff may not be needed, but services are needed both at the home school and at the exchange schools. Guidance and counseling services, assessments, schedule adjustments, and travel arrangements are some of the services needed at the home school. Student housing and supervision are needed at the exchange school.
Initial Costs	Generally, the extra services required can be absorbed by existing staff. Part-time staff could be added if program gets large.
Additional Cost per Student	None.

Cooperative Vocational Education

Definition

A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. These two experiences, however, must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work/study (vocational education) program.

Purpose

To develop occupational competencies through work experience in industry.

Description

In-School

1. Students receive instruction according to written training agreements and plans coordinating in-school instruction and on-the-job training.
2. Students receive an average of 5 hours per week in related class instruction in secondary programs, and an average of 2 hours per week in related class instruction in post-secondary programs.
3. Students are provided sequential curriculum including cooperative on-job training.
4. Coordination time of ½ hour per week per student is provided.
5. Students are supervised by a qualified coordinator.
6. Teacher-coordinators are employed on an extended contract (Recommended).
7. Instruction is appropriate to the occupational objective of the student.
8. Instruction is of sufficient duration to develop necessary competencies for the student.

On-Job Training

1. Student receives on-job training a minimum of 10 hours per week under written training agreement.
2. Student is legally employed and paid prevailing wage.
3. Training is related to existing career opportunities, personal proficiency, and advancement.
4. Other personnel who perform such work are not displaced.
5. Training is conducted in conformity with federal, state and local employment laws and does not result in exploitation of the student for private gain.

Planning

1. *Related class.* Class instruction is provided during the regular school day or during the evening to provide competencies which are needed by:
   A. All student workers.
   B. All student workers in an occupational field.
   C. All student workers in a specific job.
   D. All student workers in a specific place of employment.
2. *Placement.*
   A. Review student applications and cumulative records.
   B. Give special tests to students if necessary.
   C. Discuss program with parents.
   D. Locate and evaluate training stations.
3. *Training plans and training agreements.*
   A. Establish training agreements with employers.
   B. Develop training plan for each student and reach consensus among the student, employer and parents.
4. *Evaluation.*
   A. Student evaluations by employer and coordinator at regular intervals.
   B. Training station evaluation by student and coordinator.
5. *Reporting forms.*
   A. Local and state reports.
   B. Follow-up and performance reports.
6. *Youth organizations* should be an integral part of the program.
7. *Advisory committee* is extremely important in obtaining training stations and advice on program operations. Should form one if one isn't already in operation.

Staff Requirement

One teacher coordinator for each 60 students is a maximum suggested load. Additional services will also be needed from counselors and vocational teachers, but additional staff in these areas may not need to be added until co-op program requires several teacher coordinators.

Multimedia Use

The related class can be greatly enhanced by the use of multimedia.

Initial Cost

One-half hour of coordinator time for each student per week is needed. A full time coordinator could coordinate 60 students at this rate. The amount of coordinator transportation expenses depends on how spread out the training stations are.

Additional Cost per Student

None.

Rural Student Vocational Program (RSVP)

Definition

Rural students are transported to urban centers for short-term work experience.

Purpose

To provide on-the-job training to high school students who live in communities where training stations are minimal by providing work and other experiences relative to the student's career objectives.

Description

Students from the rural areas travel to cities to work in governmental agencies and private industries to further their vocational training.

The students participate in a two-week work experience of full-time employment within the cooperating offices. Some of the areas the students work in are secretarial, food preparation, health, drafting, surveying, photography, welding, auto mechanics, and the building trades.

Each of the participants receives a stipend for the two-week session. In addition, round-trip transportation to the city and his/her room and board are furnished. While in the city, students stay with either boarding home families recruited by the coordinator, or with friends and relatives. Room and board is paid all boarding home parents.

Planning

Because of the nature of RSVP and the extensive amount of planning and coordination required, it is advisable to start small and expand as experience is gained.

RSVP staff coordinator has the greatest likelihood of success if he/she has experience and training in cooperative vocational education. Teaching experience and vocational training are also assets. Being a self-starter and possessing public relation skills are critical.

Work stations must be in business establishments that are willing to spend the time necessary to provide instruction, supervision, and evaluation to the students. The short-term nature of the work experience places more of a burden on employers than programs of a longer duration, because it is difficult for the student to be productive in two or three weeks. Since the employers do not have to pay the students, work stations are fairly easy to find, but good stations are generally the result of careful selection and many hours of developmental work by the RSVP coordinator.

Boarding home parents must be carefully selected and briefed on RSVP rules and problems that may occur. The home must be checked to see if the facilities are adequate.

Each participating school identifies a teacher coordinator to assist in selecting and preparing the students for the RSVP experience. Without an identified person in each participating school, communication and coordination breaks down.

Student selection. Students chosen to participate should:

1. be juniors or seniors.
2. be or have been enrolled in a course or courses in conjunction with the selected work areas.
3. be mature enough to pursue the process of career decision-making.
4. be motivated to prepare themselves for productive, full-time employment.
5. have occupational goals in mind which may be furthered by the RSVP.
6. have aptitudes and abilities which would provide a reasonable potential for success.
7. be mature enough to adjust to the adult atmosphere and develop the acceptable attributes of honesty, loyalty, and dependability to their employers.
8. be scholastically able to handle the extra make-up work needed after returning from the experience.
9. have their parents' support for RSVP participation.

Staff Requirements

Depends on size of program. Can use staff employed in urban centers part-time when number of students is small. An average time factor would be one hour per week per student. A program enrollment of 50-70 students would merit a full-time staff member. When over 60 students are in the program, the RSVP coordinator needs someone to assist with the boarding home arrangements.

Initial Cost

By starting small, most of the costs can be variable, depending on the number of students.

Additional Cost per Student

Travel
Student stipend
Boarding home cost
Two hours of coordinator time
10% overhead

Multimedia Use

Very limited.

Facility Requirements

Office space for RSVP coordinator.

Definition	Teachers who travel from school to school on a short-term basis.
Purpose	To increase the curriculum offerings for the students.
Description	Itinerant teaching is effective in providing specialized training in small schools. The itinerant teacher generally has a home base, but spends a great deal of time on travel status. This method can be used to deliver advanced vocational skills when an expert cannot be provided for each school. For example, use of carpentry tools could be taught on-site during the school year. The skills could then be applied to house construction through an itinerant carpenter; the first session could be foundation, the next framing walls, etc.
Planning	Staff selection for itinerant teaching is particulary important. According to the literature, the drop-out rate for itinerant teachers is extremely high. Unless the teacher has it "all together" and has the full support of the administration, the likelihood for more than one year of itinerant teaching is remote. The odds for a long-term program are greatly increased if a husband and wife team can be developed so that they can travel and teach together. Also, individuals who do not have family obligations frequently make good itinerant teachers. Good instructional materials need to be secured or developed. Materials have to be particularly good when the teacher is present for a short period of time. Materials which contain activities to be completed prior to and following the teacher's instruction increase the effectiveness of the instruction and add continuity.
Staff Requirements	No staff required in addition to the itinerant teacher.
Multimedia Use	Every effort should be made to provide materials, equipment and facilities which encourage the use of a variety of media and methods. Every minute must count when the teacher is at each site a short period of time.
Initial Cost	Salary of itinerant teacher (could be consultant contract) Travel Per Diem Instructional materials and equipment Facility modifications when appropriate
Additional Cost per Student	None, unless an additional site is added which would increase all the above costs except salary.

Individualized Instruction

Definition	A procedure for adapting the instructional process to the varying interests, goals, learning rates and motivation of students.
Purpose	To achieve increased student performance and to stimulate the desire for learning.
Description	Students can be given the freedom to control one or more of the following: learning time, method of learning, and content of learning.
Planning	Implementation requires staff readiness and additional materials and equipment. Student scheduling may also be affected. Planning should begin with an assessment of community and staff receptiveness. Unless there is strong support for individualized instruction and detailed plans are prepared, the process can easily break down because of the initial extra effort required by the staff and the increased frustration of not having proper resource materials and equipment when needed in the implementation process. It is advisable to devote administrative time to the functions of planning, implementation, monitoring and evaluation. Planning must also precede implementation to enable the budget cycle to pick up the initial and additional costs of the individualized instruction.
Staff Requirements	Additional staff or more efficient use of existing staff is needed. Also, existing staff needs inservice on the implementation process and perhaps specifically on individualizing instruction. A consultant and/or support staff are advantageous in assisting with the initial effort required in developing and implementing the individualized instruction.
Facility Requirements	Facility modifications may be required to provide for use of individualized material and/or equipment. Many times this can be accomplished by purchasing or constructing study carrels and/or partitions.
Multimedia Use	Opportunity to use media is excellent. Media can be individualized to each student's needs and provided as appropriate through flexible space and/or schedule arrangements.
Initial Cost	Extra costs are generally incurred for materials, student testing, equipment, facility modification, instructional and support staff and inservice.
Additional Costs per Student	These costs are generally not high unless the capacity of existing staff, equipment or facility is exceeded. Student testing and materials are the common additional costs.

Definition

Vocational instruction can be given on-site by a short-term contract which provides expenses and an honorarium to a recognized expert or artist. The concept of this program can be applied to many vocational areas.

Purpose

To enrich the education of students.

Description

A recognized expert is provided expenses and an honorarium to provide short-term instruction on-site to students. This generally takes place during the school day, but could be scheduled outside class if necessary.

Planning

Detailed planning needs to take place for this program to operate smoothly. Steps in planning for the short-term instruction are:

1. Determine the maximum amount of funds available for the instruction.
2. Determine type of expertise desired.
3. Determine who is available and select the person(s) desired.
4. Make up a contract with the resource person which contains the date(s), deliverables, honorarium, and expenses that will be reimbursed.
5. Discuss with the resource person the equipment and facility that is available. Also, discuss clean-up facilities and procedure.
6. Arrange travel, food, and lodging for resource person.
7. Secure any materials that may be required.
8. Prepare an evaluation for the program.
9. Schedule and prepare space for the instruction to take place. If instruction is to be outside, prepare an alternate plan if weather is bad.
10. Involve the local teachers in the planning, in student preparation, and in assisting during the resource person's visit.
11. Budget the time necessary to present the instruction. The teachers should be involved in planning a flexible time schedule.

Staff Requirements

No additional staff required, but existing staff time is required for planning.

Multimedia Use

Should be discussed with resource person and planned into instruction if possible.

Initial Cost

Primarily, the costs of the resource person are:

1. Honorarium
2. Travel
3. Room and board
4. Materials

Additional Cost per Student

None except for student materials, if any are required.